**Identifying Quadrilaterals #2**

# **Teacher Candidate**: Ian Allison **Date**:

**Lesson Title**: Identifying Quadrilaterals #2

**Learning Targets:** *When planning/writing your lesson include the following*:

**EALR/Learning Target**: 3rd grade geometry. Standard 3.4C Identify and describe special types of quadrilaterals. Special types of quadrilaterals include squares, rectangles, parallelograms, rhombi, trapezoids and kites. This lesson will focus trapezoids and kites.

**TSWBAT**: Identify and describe trapezoids and kites.

**Schema**: Transfer

**Assessment Strategies:** *When planning/writing your lesson include the following:*

Can be formative or summative, most of the time it will be a formative assessment.

During the lesson I will be calling on students to repeat back what I have explained so far about a particular shape. I will also be calling on volunteers and/or choosing kids to come to the board and draw the given shape. I will sometimes use the name of the shape or I might give them the description.

**Grouping of Students for Instruction:** *When planning/writing your lesson include the following:*

Specifically how are you going to group your students for this lesson: groups of two, four, individual, etc?

For this lesson I would like the students to be grouped into groups of 4 or more.

**Learning Experiences (example: Introduction, Questions, Learning Activities, Closure, and Independent Practice):** *When teaching the lesson you need to do the following:*

This may be a repeat of some of the information already on this page but this is actually the teaching episode. It is what we will see you doing in front of the kids. We need enough detail in this section for a substitute to completely understand what they need to do with the lesson.

**Anticipatory Set**: Remind the students what it was we learned yesterday about the quadrilaterals. I will ask for the definition of quadrilateral. I will also ask for the names and definitions of the four quadrilaterals we learned about yesterday.

A square is a two dimensional shape with four sides, all the same length, and right angles at the corners.

A rectangle is a two dimensional shape with four sides, each pair of opposite sides being the same length, and right angles at each of the corners.

A parallelogram is a two dimensional shape with four sides, each pair of opposite sides being the same length, but not necessarily right angles at the corners.

A rhombus is a four-sided shape where all sides have equal length.

**State the Learning Target**: At the end of the lesson the students will be able to identify, draw and describe kites and trapezoids.

**Learning Episode (this is the meat and potatoes of the lesson. It is the main part of the lesson)**: We should now know a quadrilateral is a two dimensional shape with four sides. We should also know squares, rectangle, parallelograms and rhombi. I will describe a trapezoid and draw one on the board. A trapezoid is a two dimensional shape with four sides, each of any length, but with one pair of sides parallel to each other. I will draw a trapezoid on the board. I will then have the students draw a trapezoid on their whiteboards and hold them up. Since trapezoids can have many shapes and sizes I will draw several and have the students tell me whether or not it is in fact a trapezoid. I will also have the students draw a few more.

Next I will describe and draw a kite. A kite is a two dimensional shape with two pairs of sides, each pair is made up of adjacent sides that are equal in length. I will draw several on the board and then I will then have the kids draw kites on their boards.

I will now ask the students to repeat the definition/description of the trapezoid and the kite with me. Now I will begin asking students to the front of the room to draw the shapes for me on the board. I will also be asking for definitions between having students draw the shapes.

**Guided Practice**: For guided practice the students will be mimicking what I draw on the board throughout the learning episode. The students will be repeating back to me the definitions of the various shapes.

**Closure**: We will once more repeat the description/definition of the quadrilaterals that we learned today.

A trapezoid is a two dimensional shape with four sides, each of any length, but with one pair of sides parallel to each other.

A kite is a two dimensional shape with two pairs of sides, each pair is made up of adjacent sides that are equal in length.

**Independent Practice**: I have created a worksheet that has all of the quadrilaterals that we learned about the last few days. I will have the children complete this in class for me.

**Authentic Assessment**:

**Instructional Materials, Resources and Technology: (Attach a copy of any materials students will use during the lesson; e.g., handouts, questions to answer, worksheets):**

*How are you boxing, crating it, setting out for the students and for you?*

These are the materials that you will use for this lesson. All the items need to be stated.

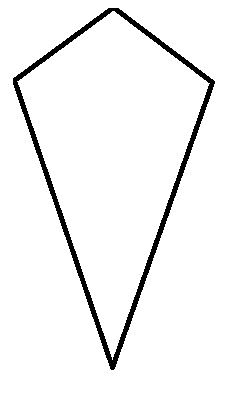
Hopefully I will have whiteboards for all students and that all students will have rulers.

Worksheet below

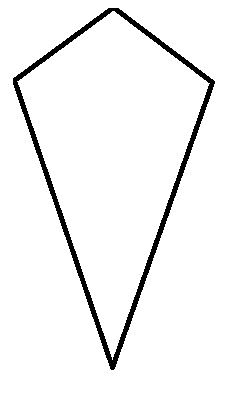
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Identify each of the following shapes. Write the name on the line bellow the shape. On the back of the sheet draw trapezoid and a parallelogram.

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